

St Andrews School of Math & Science

30 Chadwick Dr.
Charleston, SC 29407

| | | |
|-----------------------|------------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 668 Students | |
| Principal | Kevin Conklin | 843-763-1503 |
| Superintendent | Dr. Maria L. Goodloe-Johnson | 843-937-6319 |
| Board Chair | Ms. Nancy Cook | 843-760-2635 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 11 | 52 | 23 | 0 | 0 |

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Excellent | Good | N/A |
| 2003 | Excellent | Good | Yes |
| 2004 | Excellent | Good | Yes |
| 2005 | Excellent | Excellent | Yes |

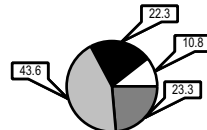
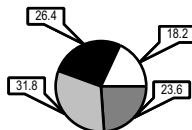
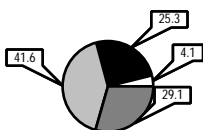
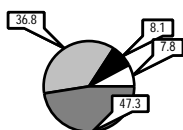
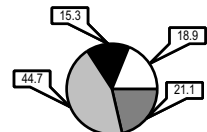
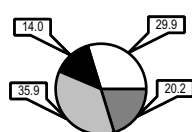
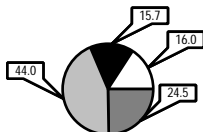
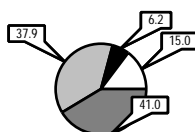
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 311 | 100.0 | 8.1 | 36.7 | 47.1 | 8.1 | 66.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 158 | 100.0 | 8.2 | 40.8 | 44.2 | 6.8 | 62.6 | | |
| Female | 153 | 100.0 | 8.0 | 32.7 | 50.0 | 9.3 | 70.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 183 | 100.0 | 2.8 | 30.7 | 55.7 | 10.8 | 79.5 | Yes | Yes |
| African American | 116 | 100.0 | 17.3 | 47.3 | 32.7 | 2.7 | 44.5 | Yes | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 287 | 100.0 | 6.6 | 34.8 | 50.2 | 8.4 | 70.7 | | |
| Disabled | 24 | 100.0 | 25.0 | 58.3 | 12.5 | 4.2 | 20.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 311 | 100.0 | 8.1 | 36.7 | 47.1 | 8.1 | 66.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 305 | 100.0 | 8.2 | 36.6 | 46.9 | 8.2 | 66.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 120 | 100.0 | 15.6 | 47.7 | 34.9 | 1.8 | 48.6 | Yes | Yes |
| Full-pay meals | 191 | 100.0 | 3.7 | 30.3 | 54.3 | 11.7 | 77.1 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 311 | 100.0 | 4.4 | 41.4 | 29.0 | 25.3 | 71.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 158 | 100.0 | 4.8 | 37.4 | 29.3 | 28.6 | 75.5 | | |
| Female | 153 | 100.0 | 4.0 | 45.3 | 28.7 | 22.0 | 67.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 183 | 100.0 | 1.7 | 30.7 | 30.7 | 36.9 | 80.7 | Yes | Yes |
| African American | 116 | 100.0 | 9.1 | 59.1 | 24.5 | 7.3 | 56.4 | Yes | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 287 | 100.0 | 2.6 | 39.9 | 30.4 | 27.1 | 75.1 | | |
| Disabled | 24 | 100.0 | 25.0 | 58.3 | 12.5 | 4.2 | 29.2 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 311 | 100.0 | 4.4 | 41.4 | 29.0 | 25.3 | 71.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 305 | 100.0 | 4.5 | 41.4 | 28.8 | 25.3 | 71.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 120 | 100.0 | 10.1 | 54.1 | 23.9 | 11.9 | 54.1 | Yes | Yes |
| Full-pay meals | 191 | 100.0 | 1.1 | 34.0 | 31.9 | 33.0 | 81.4 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 311 | 100.0 | 18.5 | 31.6 | 23.6 | 26.3 | 49.8 |
| Gender | | | | | | | |
| Male | 158 | 100.0 | 18.4 | 30.6 | 23.1 | 27.9 | 51.0 |
| Female | 153 | 100.0 | 18.7 | 32.7 | 24.0 | 24.7 | 48.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 183 | 100.0 | 8.5 | 25.0 | 27.3 | 39.2 | 66.5 |
| African American | 116 | 100.0 | 35.5 | 42.7 | 15.5 | 6.4 | 21.8 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 287 | 100.0 | 15.0 | 31.9 | 25.3 | 27.8 | 53.1 |
| Disabled | 24 | 100.0 | 58.3 | 29.2 | 4.2 | 8.3 | 12.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 311 | 100.0 | 18.5 | 31.6 | 23.6 | 26.3 | 49.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 305 | 100.0 | 18.8 | 31.2 | 23.3 | 26.7 | 50.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 120 | 100.0 | 34.9 | 39.4 | 16.5 | 9.2 | 25.7 |
| Full-pay meals | 191 | 100.0 | 9.0 | 27.1 | 27.7 | 36.2 | 63.8 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 311 | 100.0 | 11.1 | 43.4 | 23.2 | 22.2 | 45.5 |
| Gender | | | | | | | |
| Male | 158 | 100.0 | 13.6 | 39.5 | 21.8 | 25.2 | 46.9 |
| Female | 153 | 100.0 | 8.7 | 47.3 | 24.7 | 19.3 | 44.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 183 | 100.0 | 5.1 | 34.7 | 29.5 | 30.7 | 60.2 |
| African American | 116 | 100.0 | 20.9 | 58.2 | 13.6 | 7.3 | 20.9 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 287 | 100.0 | 8.4 | 43.2 | 24.5 | 23.8 | 48.4 |
| Disabled | 24 | 100.0 | 41.7 | 45.8 | 8.3 | 4.2 | 12.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 311 | 100.0 | 11.1 | 43.4 | 23.2 | 22.2 | 45.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 305 | 100.0 | 11.0 | 42.8 | 23.6 | 22.6 | 46.2 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 120 | 100.0 | 21.1 | 52.3 | 14.7 | 11.9 | 26.6 |
| Full-pay meals | 191 | 100.0 | 5.3 | 38.3 | 28.2 | 28.2 | 56.4 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 103 | 100.0 | 2.0 | 28.0 | 53.0 | 17.0 | 70.0 |
| | 4 | 117 | 99.2 | 7.0 | 41.2 | 49.1 | 2.6 | 51.8 |
| | 5 | 102 | 100.0 | 9.9 | 45.5 | 43.6 | 1.0 | 44.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 97 | 100.0 | 2.2 | 25.3 | 53.8 | 18.7 | 72.5 |
| | 4 | 106 | 100.0 | 9.9 | 42.6 | 40.6 | 6.9 | 47.5 |
| | 5 | 108 | 100.0 | 10.6 | 41.3 | 48.1 | 0.0 | 48.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 103 | 100.0 | 4.0 | 48.0 | 27.0 | 21.0 | 48.0 |
| | 4 | 117 | 99.2 | 5.3 | 41.2 | 27.2 | 26.3 | 53.5 |
| | 5 | 102 | 100.0 | 12.9 | 41.6 | 21.8 | 23.8 | 45.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 97 | 100.0 | 3.3 | 48.4 | 30.8 | 17.6 | 48.4 |
| | 4 | 106 | 100.0 | 5.0 | 37.6 | 31.7 | 25.7 | 57.4 |
| | 5 | 108 | 100.0 | 3.8 | 39.4 | 25.0 | 31.7 | 56.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 2005 | 8 | | | | | | | |
| | 3 | 97 | 100.0 | 24.2 | 36.3 | 24.2 | 15.4 | 39.6 |
| | 4 | 106 | 100.0 | 14.9 | 27.7 | 23.8 | 33.7 | 57.4 |
| | 5 | 108 | 100.0 | 16.3 | 31.7 | 23.1 | 28.8 | 51.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 2005 | 8 | | | | | | | |
| | 3 | 97 | 100.0 | 5.5 | 47.3 | 27.5 | 19.8 | 47.3 |
| | 4 | 106 | 100.0 | 10.9 | 35.6 | 24.8 | 28.7 | 53.5 |
| | 5 | 108 | 100.0 | 15.4 | 48.1 | 18.3 | 18.3 | 36.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|-----------------------|--|--------------------------|
| Students (n= 668) | | | | |
| First graders who attended full-day kindergarten | 89.3% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 1.8% | Down from 3.2% | 2.5% | 3.0% |
| Attendance rate | 96.4% | Up from 96.3% | 96.5% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.6% | Down from 2.5% | 3.3% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.0% | Down from 3.1% | 2.7% | 3.2% |
| Eligible for gifted and talented | 32.8% | Down from 35.9% | 18.8% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 3.9% | Down from 5.8% | 7.8% | 8.2% |
| Older than usual for grade | 0.7% | Up from 0.6% | 0.7% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 3.5% | 0.0% | 0.0% |
| Teachers (n= 44) | | | | |
| Teachers with advanced degrees | 52.3% | Up from 47.6% | 53.8% | 52.6% |
| Continuing contract teachers | 95.5% | Up from 92.9% | 84.6% | 83.3% |
| Highly qualified teachers | 76.7% | Down from 79.4% | 93.6% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 2.5% | 0.0% | 0.0% |
| Teachers returning from previous year | 85.6% | Up from 83.4% | 88.7% | 87.0% |
| Teacher attendance rate | 94.0% | Up from 93.7% | 94.9% | 95.0% |
| Average teacher salary | \$41,786 | Up 5.1% | \$42,700 | \$41,703 |
| Prof. development days/teacher | 7.2 days | Down from 13.3 days | 12.2 days | 12.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 10.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.5 to 1 | Up from 19.1 to 1 | 19.7 to 1 | 18.8 to 1 |
| Prime instructional time | 89.4% | Up from 88.4% | 90.1% | 89.8% |
| Dollars spent per pupil* | \$5,104 | Up 1.2% | \$5,947 | \$6,242 |
| Percent of expenditures for teacher salaries* | 70.5% | No change | 66.8% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Good | Down from Excellent | Excellent | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 78.6% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 81.4% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Andrew's School of Math & Science (SASMS) is a wonderful place to learn exciting, integrated activities in a nurturing and challenging environment. Our emphasis on math and science permeates throughout our curriculum. Children at SASMS enjoy a variety of hands-on, inquiry-based activities that allow them to become facilitators and leaders in a child-centered educational program.

As a result of our challenging educational activities, SASMS has been ranked as a Palmetto Gold Award Winning school for the past four years; SASMS has also met the AYP requirements for the last two years this requirement has been enacted. Beyond these ratings, SASMS has proven to be a positive environment for students, families, teachers, community members, and business partners. This is exemplified by SASMS winning the Red Carpet Award in 2002-03 for providing a family-friendly atmosphere. Our campus is beautiful, our building (though over 50 years old) is bright and welcoming, and our teachers and staff ensure SASMS is the best place to be for all of our students by providing a safe, positive, and challenging environment.

The PTA and SIC greatly complement SASMS by working to support the efforts of teachers and administrators. These organizations are vital to our continued success where parent and community involvement is continually stressed. These organizations hold the key to our cohesive program, which involves parents, students, teachers, staff, administrators, and community members working together to achieve a common goal - success and continued improvement for all students. Their efforts in the current school year have included significant advancements to the school property, technology, security and safety, and communications. Work has also begun on defining future goals for the school. They take on the difficult issues that are beyond the response of the district and work to resolve them to the benefit of our students.

In order to achieve the goal of success and continued improvement for all students, SASMS will maintain its efforts to overcome any and all barriers prohibiting this process, including space allocations and class size constraints. We continue to provide students with additional materials such as: new library books, updated computer equipment, and computer and science labs. In an effort to provide more community support and input, we are working to improve and expand our business partner program and involvement with the school. Staff development programs are provided to help our teachers utilize a coherent curriculum, access new technology resources, enhance their knowledge of differentiated learning, and develop their confidence in implementing an inclusion program. SASMS will continue to update its facilities to accommodate growing technological advances and our ever-increasing enrollment.

Both the administration and the SIC are proud of the advances SASMS has made over the past several years. SASMS believes in establishing high expectations for all its students and their families. In order to continually improve, we must challenge our students and ourselves as well as our parents and community members to make greater strides in education. It really does "take a village to raise a child" and SASMS is a very necessary part of the process.

Kevin Conklin, Principal
James Hunter, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 43 | 102 | 59 |
| Percent satisfied with learning environment | 95.2% | 90.0% | 96.6% |
| Percent satisfied with social and physical environment | 97.7% | 93.9% | 94.9% |
| Percent satisfied with school-home relations | 100.0% | 89.8% | 79.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.